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ABSTRACT

This report outlines institutional effectiveness measures at Austin Community College (Texas). Areas of assessment include transfer outcomes, workforce education, developmental education, retention, student services, and adult education. This report shows the purpose of each area of assessment, followed by the intended outcome, assessment criteria, and methodology of one or more effectiveness measures in a given area of assessment. For example, effectiveness measures for academic programs transfer include transfer rate, transfer intent fulfillment, and success at the transfer institution. The intended outcome for 'transfer intent fulfillment' is that first-time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a 4-year college or university within 6 years of their initial enrollment. Its assessment criteria is that 65% of first time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a 4-year college or university within 6 years. The methodology is a longitudinal analysis of student intent data collected from student applications. (JA)

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Austin Community College
College Measures Criteria

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Austin Community College
Academic Programs Transfer Effectiveness Measures

Purpose: To prepare students for successful college or university Transfer

Intended Outcome	Assessment Criteria	Methodology
1. Transfer Rate		
1A. First-time in College (FTIC) students who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within four years of their initial enrollment.	ACC's transfer rate for FTIC students with a declared major in a transfer program will be higher than the state average transfer rate.	Comparison of ACC and statewide FTIC transfer rates as published in the THECB *Community College Transfer Rate Study*.
1B. Minority FTIC students who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within four years of their initial enrollment.	ACC's transfer rate for minority FTIC students with a declared major in a transfer program will be higher than the state average transfer rate.	Comparison of ACC and statewide FTIC transfer rates as published in the THECB *Community College Transfer Rate Study*.
2. Transfer Intent Fulfillment		
2A. First-time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within six years of their initial enrollment.	65% of first-time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within six years.	Longitudinal analysis of student intent data collected from student applications.
2B. Minority first-time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within six years of their initial enrollment.	65% of minority first-time students who indicate an intent to transfer and who have earned at least 15 credit hours in baccalaureate transfer courses will transfer to a four-year college or university within six years.	Longitudinal analysis of student intent data collected from student applications.
3. Success at the Transfer Institution		
3A. ACC Students who transfer will be in good academic standing at the transfer institution.	70% or more of ACC transfer students will be in good academic standing at the transfer institution.	Analysis of transfer data from transfer institutions including UT at Austin, SWTSU, and TAMU.
3B. ACC students who transfer will earn GPAs comparable to other transfer students at the transfer institution.	The average GPA of ACC transfer students and other transfer students at principal transfer institutions will not be significantly different.	Analysis of transfer data from transfer institutions including UT at Austin, SWTSU, and TAMU.

Austin Community College
Workforce Education Effectiveness Measures

Purpose: To prepare students for employment in industry and business.

Intended Outcome	Assessment Criteria	Methodology
1. Students in workforce education programs will meet their educational goals.		
1A. Associate degree seekers	Analysis of student data will indicate that [of] workforce students who indicate their educational objective at entry is to "Complete an associate's degree." 10% will complete a degree within 6 years. Of those who do not complete a degree, 50% will achieve a certificate or marketable skills achievement award.	Longitudinal analysis of student intent data and program/course completion data. FIRST REPORT: March 2000
1B. Certificate seekers	Analysis of student data will indicate that [of] workforce students who indicate their educational objective at entry is to "Complete a certificate." 10% will do so within 6 years. Of those who do not complete a certificate, 50% will achieve a degree or marketable skills achievement award.	Longitudinal analysis of student intent data and program/course completion data. FIRST REPORT: March 2000
1C. Non-graduates	Analysis of student data will indicate that 90% of non-degree seeking students who are identified as Marketable Skills Achievers and complete at least six semester credit hours in a workforce program will have a cumulative GPA of at least 2.00 when they leave ACC.	Non-degree seeking students are those students who indicate on the initial application that (1) their educational objective at time of entry is "Take selected courses" (question 4) and (2) their primary reason for attending ACC is "To improve skill for my present job" or To prepare for a future job immediately after attending ACC" (question 2). FIRST REPORT: March 2000

Workforce Education Effectiveness Measures (continued)

2. Graduates from workforce programs will find employment in jobs related to their fields of study.		
2A. Associate Degree recipients	Within one year of graduation. 85% of AAS degree recipients will be employed in a job that is directly or closely related to their field of study, or will be continuing their education.	Annual surveys of graduates within one year of graduation and THECB data (if available).
2B. Certificate recipients	Within one year of graduation. 85% of certificate recipients will be employed in a job that indirectly or closely related to their field of study or will be continuing their education.	Annual surveys of graduates within one year of graduation. and THECB data (if available).

Austin Community College
Developmental Education Effectiveness Measures

Purpose: To provide campus-wide programs and services that assist academically underprepared students so that they will meet their educational goals.

Intended Outcome	Assessment Criteria	Methodology
1. Fall-to-Spring Retention Rates		
1.A First-Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester and who are required to take developmental courses will return the following spring semester (Fall-to-Spring Retention).	1A.1 The percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the percentage of students who were not required to take developmental education courses who returned in the Spring.	Using THECB *Annual Data Profile* report, compare the re-enrollment rates of students taking developmental courses with the rate of those who are not.
	1A.2 Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the state average for students enrolled in developmental education courses.	Using THECB *Annual Data Profile* report, compare ACC and statewide average Fall-to-Spring retention rates.
1B. There will be no significant differences by demographic group between Fall-to-Spring retention rates for FTIC degree or certificate seeking students enrolled in developmental education courses and those NOT enrolled in developmental education courses.	Based on data from the THECB Annual Data Profile, for each demographic group, the Fall-to-Spring return rate for FTIC students enrolled in developmental education courses will be within ±5% of the Fall-to-Spring return rate for students NOT enrolled in developmental education courses	Using data from the THECB *Annual Data Profile* report, compare developmental and non-developmental students average Fall-to-Spring retention rates by demographic group.
2. Program Completion Rates		
2A. Students who are required the enrolled in Developmental Education Courses at ACC will complete state-mandated requirements..	Based on data provided by the THECB annually, the percentage of ACC students enrolled in developmental education courses who complete state-mandated requirements will be at or above the completion rates for those students statewide.	Using THECB data for LBB measures, compare ACC and statewide percentages.

2B. Students who are required to be placed in developmental courses will complete their developmental requirements.	Baseline data will be collected to determine the rates of completion for the following groups of developmental students: those required to take one Developmental Course: those required to take two Developmental courses: those required to take three Developmental courses.	Using internally generated reports, determine the completion rates by group.
2C. There will be no significant differences between developmental program completion rates by demographic group.	The percent of ACC students who complete all required developmental course work will not be significantly different between demographic groups.	Using internally generated reports, compare developmental completion rates by demographic group.
3. Course Completion Rates		
3. Students who are required to be placed in developmental courses will complete their courses at rates similar to those taking credit courses.	Course completion rates for developmental courses will be within ±5% of that for credit courses.	Using internally generated reports, compare the average course completion rate for developmental courses with that of credit courses.
4. Developmental to Credit Migration Rates		
4A Students who successfully complete Developmental Writing will be successful in the next credit-level English course.	4A.1 Based on data from the student database, at least 75% of students who complete Writing Skills II with a grade of "C" or better and who take ENGL 1301 within two years, will complete ENGL 1301 with a grade of "C" or better.	4.1a Each semester identify cohorts of students who complete Writing Skills II with a grade of "C" or better, starting in Fall 1997. Each semester thereafter, track the cohort enrollment in ENGL 1301. Calculate the percentage of those who complete ENGL 1301 with a grade of "C" or better within two years of their completion of Writing Skills II.
	4A.2 Students who complete Writing Skills II with a "C" or better and take English Comp I or English Comp II within two years will have course grades similar to that of all students taking these courses.	Each year, the average course grades of students enrolled in English Comp I or English Comp II who completed Writing Skills II with a "C" or better will be within ±0.3 of all students taking these courses.
4B. Students who successfully complete Developmental Reading will be successful in the next credit-level course.	4B.1 At least 75% of students who complete Reading Skills II with a "C" or better will complete a course designated to meet TASP guidelines (see list below) with a grade of "C" or better.	The grades of at least 75% of the students who complete Reading Skills II with a "C" or better and who take a course designated to meet TASP guidelines (see below for list) within 2 years will be a "C" or better.

	4B.2. Students who complete Reading Skills II with a "C" or better and take a course designated to meet TASP guidelines (see list below) will have course grades similar to that of all students taking these courses.	Each year, the average course grades of students enrolled in a course designated to meet TASP guidelines (see list below) who completed Reading Skills II with a "C" or better will be within ±0.3 of all students taking these courses.
4C. Students who successfully complete Developmental Mathematics will be successful in the next credit-level math course.	4C.1 At least 75% of students who complete the highest level of Developmental with a "C" or better will complete College Algebra or Trigonometry or Topics in Mathematics with a grade of "C" or better.	The grades of at least 75% of the students who complete the highest level of Developmental Math with a "C" or better and who take College Algebra or Trigonometry or Topics in Mathematics within 2 years will be a "C" or better.
	4C.2 Students who complete the highest level of Developmental with a "C" or better and take College Algebra or Trigonometry or Topics in Mathematics will have course grades similar to that of all students taking these courses.	Each year, the average course grades of students enrolled in College Algebra or Trigonometry or Topics in Mathematics who completed the highest level of Developmental Math with a "C" or better will be within ±0.3 of all students taking these courses.

Reading
GOVT 2305 (U.S. Government)
GOVT 2306 (Texas State and Local Government)
ENGL 2322 (British Literature I)
ENGL 2323 (British Literature II)
ENGL 2327 (American Literature I)
ENGL 2328 (American Literature II)
ENGL 2332 (World Literature I)
ENGL 2333 (World Literature II)
HIST 1301 (U.S. History I, self-paced)
HIST 1302 (U.S. History II, self-paced)

Austin Community College
Retention Effectiveness Measures

Purpose: To provide consistent, campus-wide programs and services that increase the likelihood that students will remain in college and complete their degree or certificate program.

Intended Outcome	Assessment Criteria	Methodology
1. Fall-to-Spring Retention Rates		
1A. First-Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester will return the following spring semester (Fall-to-Spring Retention).	The percentage of FTIC degree seeking students enrolled in the fall semester who return the following spring semester will be higher than the state average.	Using THECB *Annual Data Profile* report, compare ACC and statewide average Fall-to-Spring retention rates.
1B. There will be no significant differences between ACC and statewide average Fall-to-Spring retention rates for FTIC degree or certificate seeking students by demographic group.	For each demographic group, the percent of FTIC students enrolled in the fall semester who return the following spring semester will be within ±5% of their proportion statewide.	Using data from the THECB *Annual Data Profile* report, compare ACC and statewide average Fall-to-Spring retention rates by demographic group.
1C. Students enrolled for 12 or more semester credit hours (SCH) in a given fall semester will return the following spring semester.	*X % of full time students enrolled in a given fall semester will re-enroll in the following spring semester.*	*Using data from the student database, calculate the percentage of fall enrollment for full time students who re-enroll in the following spring semester.*
1D. Students enrolled for less than 12 semester credit hours (SCH) in a given fall semester will return the following spring semester.	*X % of part time students enrolled in a given fall semester will re-enroll in the following spring semester.*	*Using data from the student database, calculate the percentage of fall enrollment for part time students who re-enroll in the following spring semester.*
2. Fall-to-Fall Retention Rates		
2A. Students enrolled at ACC in the fall semester will return the following fall semester (Fall-to-Fall Retention).	The percentage of ACC students enrolled in the fall semester who return the following fall semester will be higher than the state average.	Using THECB *Student Migration* report, compare ACC and statewide average Fall-to-Fall retention rates.
2B. There will be no significant differences between ACC and statewide average Fall-to-Fall retention rates by demographic group.	For each demographic group, the percent of ACC students enrolled in the fall semester who return the following fall semester will be within ±5% of their proportion statewide.	Using data from the THECB *Student Migration* report, compare ACC and statewide average Fall-to-Fall retention rates by demographic group.

3. Completion Rates		
3A. FTIC degree or certificate-seeking students will complete their degree or certificate within three years.	Three-year completion rates of FTIC degree-seeking students will be at least 5% above the state average.	Using data from the THECB *Annual Data Profile* report, compare ACC and statewide average completion rates.
3B. There will be no significant differences between ACC and statewide degree or certificate completion rates of FTIC students by demographic group.	For each demographic group, the percent of FTIC students who complete a degree or certificate will be within ±5% of their proportion statewide.	Using data from the THECB *Annual Data Profile* report, compare ACC and statewide completion rates by demographic group.

Austin Community College
Student Services Effectiveness Measures

Purpose: To provide exemplary programs that support the teaching/learning process and to increase opportunities for students to define and reach their educational goals.

Intended Outcome	Assessment Criteria	Methodology
1. Enrollment		
The unduplicated headcount enrollment of ACC will reflect the diversity of the college age population the College serves.	the percent of ACC students from each demographic group will be within ±5% of their proportion in the service area college age population.	Compare THECB demographic data on the service area population and the fall unduplicated headcount enrollment of ACC students.
2. Applicants		
The applicants who register and attend ACC will reflect the demographics of the applicant pool.	At least 75% of each demographic group represented in the applicant pool will actually enroll.	Compare demographic data from the yearly applicant pool and the annual enrollment of first time at ACC students.
3. Financial Aid		
ACC will provide financial aid opportunities to students who demonstrate the most need.	At least 50% of the students who receive Pell Grants will have an Expected Family Contribution (EFC) of zero (0).	Analysis of data from the Federal Pell Grant Program *Student Payment Summary*.
4. Loan Default Rate		
The college will maintain a loan default rate 5% below the maximum threshold required by law.	The College's loan default rate, as calculated by the Default Management Division of the Department of Education, will be at least 5% less than the federally defined maximum threshold.	Analysis of data from the Department of Education's Default Management Division's *Annual Report* to ACC.

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Austin Community College
Adult Education Effectiveness Measures

Purpose: To improve educational opportunities for adults who lack the level of literacy skills requisite to effective citizenship and productive employment.

Intended Outcome	Assessment Criteria	Methodology
1. Completion Rate: Adults who need basic education skills necessary for literacy functioning will complete the literacy program.		
1.1. Beginning Literacy-ABE students will complete beginning level adult basic education courses.	15% of Beginning Literacy-ABE students will advance to intermediate level ABE courses.	Using data reported to the state, calculate the percent of all Beginning Literacy-ABE students who advance to the intermediate level of adult basic education courses.
1.2. Beginning Literacy-ESL students will complete beginning level adult basic education courses.	17% of Beginning Literacy-ABE students will advance to intermediate level ABE courses.	Using data reported to the state, calculate the percent of all Beginning Literacy-ESL students who advance to the intermediate level of adult basic education courses.
1.3 Beginning ABE students will complete beginning level adult basic education courses.	20% of Beginning ABE students will advance to intermediate level ABE courses.	Using data reported to the state, calculate the percent of all Beginning ABE students who advance to the intermediate level of adult basic education courses.
1.4 Beginning ESL students will complete beginning level adult basic education courses.	22% of Beginning ESL students will advance to intermediate level ABE courses.	Using data reported to the state, calculate the percent of all Beginning ESL students who advance to the intermediate level of adult basic education courses.
2. Completion Rate: Adults who complete intermediate basic education will have sufficient basic education to enable them to benefit from job training and retraining programs and obtain productive employment.		
2.1 Intermediate ABE students will complete intermediate level adult basic education courses.	23% of Intermediate ABE students will advance to advanced level ABE courses.	Using data reported to the state, calculate the percent of all Intermediate ABE students who advance to the advanced level of adult basic education courses.
2.2 Intermediate ESL students will complete intermediate level adult basic education courses.	23% of Intermediate ESL students will advance to advanced level ABE courses.	Using data reported to the state, calculate the percent of all Intermediate ESL students who advance to the advanced level of adult basic education courses.

3. Completion Rate: Adults who desire to continue their education will advance to at least the level of completion of secondary school.		
3.1. Advanced ABE students will obtain a GED.	30% of Advanced ABE students will obtain a GED.	Using data reported to the state, calculate the percent of all Advanced ABE students who obtain a GED.
3.2. Advanced ESL students will meet completion standards set by ACC's college-wide ESL Task Force.	24% of Advanced ESL students will meet completion standards set by ACC's college-wide ESL Task Force.	Using data reported to the state, calculate the percent of all Advanced ESL students who meet completion standards set by ACC's college-wide ESL Task Force.
4. Access		
4.1. Student enrollments in ABE classes will meet target numbers.	Enrollments in ABE classes will be within 5% of the target set in the grant for each level of instruction.	Using data reported to the state, compare actual enrollments in each level of instruction with target enrollments defined in the grant.
4.2. Students enrolled in ABE classes will meet eligibility criteria.	100% of students enrolled in ABE classes will meet state eligibility criteria.	Using data reported to the state, calculate percentage of students enrolled in ABE classes who meet state criteria.
4.3. Students who take ABE classes will complete the initial 12 hours of class.	80% of all students enrolled in ABE classes at ACC will complete the initial 12 hours of class.	Using data reported to the state, calculate the percent of all students enrolled in ABE classes who complete the initial 12 hours of class.